

**Title II, Part D: Enhancing Education Through Technology
COMPETITIVE GRANT PROGRAM – 2009-10 SCHOOL YEAR**

**UPDATING THE VERMONT TECHNOLOGY GRADE
EXPECTATIONS *Phase One***

GENERAL INFORMATION:

The purpose of the Title II, Part D (Enhancing Education Through Technology) competitive grant program is to provide modest financial assistance to schools with high poverty and the greatest need for technology support and/or schools identified for improvement.

TIMELINE FOR UPDATING TECHNOLOGY GRADE EXPECTATIONS GRANT APPLICATION	
Application Release	July 9, 2009
Submission Deadline (Received in VT DOE)	August 19, 2009 4:00 PM
Award Announcements	August 31, 2009
Project Implementation	October 1, 2009 - September 30, 2010

**UPDATING THE TECHNOLOGY GRADE EXPECTATIONS FOR 21ST CENTURY
LEARNING ENVIRONMENTS:**

Phase One: Re-writing Technology Grade Expectations:

The focus of this grant is to select an individual or team of individuals to lead the state in the reformulating of the Vermont technology grade expectations to include 21st Century learning. This work will occur in two phases. The first phase will involve the creation of new technology expectations that will serve to guide schools in their assessment of technology within content areas. This guide should draw on the work already completed around the Performance Assessment Tasks from 2004 and the Technology Grade Expectations adopted by the VT Department of Education in 2004. This work should also draw heavily from the International Society for Technology in Education's (ISTE) National Education Technology Standards and their 2007 update. (NET-S 2007).

Phase Two: Identifying Models of Best Practice

The second phase will result in the creation of a portal or outlet that includes examples of promising practices showcased through video, audio, and other digital formats. Creation of the showcase should involve discussions with both the field and the Vermont Department of Education. This second phase may also address the development of a content-specific discussion focused on integrating technology standards within content areas.

The underlying foundation of all of this work is to assist schools and classroom teachers in developing a significant understanding about what assessments can be implemented at the school level to assess student use of technology. Funds for phase one of the grant will not exceed \$20,000. Phase two funding will be determined during the phase one process. Total grant funds over the life of the project will not exceed \$50,000

BACKGROUND:

Vermont schools have relied on our Information Technology Grade Expectations since they were crafted in 2004. These represented a firm connection to the Vermont Frameworks and Standards. Since that time, many aspects of technology use in schools have changed. While the 2004 Grade Expectations were relevant at the time, there has been some shift away from the basic technology skills that were the primary focus of those expectations. Technology use in school has moved to a more web-based environment and is less about local applications and fundamental skills. The 2004 Information Technology Grade Expectations were based on work done by the [International Society for Technology in Education](#) (ISTE). This entity created the [National Education Technology Standards](#) 1998 that were the basis for the Vermont standards. These were referred to as the NETS-S (“S”= students). While these Vermont grade expectation documents have been available to schools for developing assessments of technology skills, by and large, schools have not used them as such. They remain a reference point for standards in technology, but their influence on instruction has not been clear.

In 2009, we see a dramatic shift in the ISTE standards reflected by the release of the 2007 NETS-S document. This document moves items such as creativity, communication, collaboration, digital citizenship to the forefront. These are areas that tend to be less definable and sometimes difficult to measure. In moving forward, we must ask the question; how can we utilize these standards effectively in our classrooms?

This grant program seeks input and ideas in the best approach to interpreting the new NETS standards within the framework of Vermont classrooms. Can guidance be provided to schools that wish to use these as assessment guides? Can examples be provided that help teachers understand what best practices look like? Can there be guidance documentation on how schools may interpret the current ISTE standards in their use of technology? The State Board of Education in Vermont has recently endorsed the most recent iterations of all of the NETS standards published by ISTE, including NETS-S, T, and A. How could all of these standards be incorporated to inform the field in a meaningful way?

To make the most of this funding opportunity, a grant applicant should include structured meetings around the state to solicit educator input and to work with both the Vermont Department of Education and other interested entities to produce the best possible guidance. To obtain a sense of some recent meeting discussions (January 2009), check out: <http://vt-tge-review.pbworks.com/>

ELIGIBILITY:

For purposes of this grant, a high need LEA must be selected to receive the funding. If the LEA is not directly involved with completing the work, there must be a clear relationship, (contract, memorandum of understanding, etc.) between the LEA and the entity doing the actual work. As long as the LEA is “high need”, the work can be carried out with *any* Vermont school. One grant award will be made to an eligible local partnership on behalf of eligible high-need Vermont schools, or school districts/ supervisory unions (LEA’s).

For purposes of this competition, a “high-need local educational agency” is an LEA that:

- Includes one or more schools with the highest numbers or percentages in the state of

- children from low-income families, or
- Serves one or more schools identified for improvement or corrective action under NCLB (§1116), or
- Has a substantial need for assistance in acquiring and using technology.

For more details on eligibility refer to Appendix A.

GRANT PROGRAM AREA

NOTE: APPLICATIONS MUST FOLLOW THE FORMAT AND CONTENT REQUIREMENTS AS FOUND ON PAGE 5.

1. SCOPE OF WORK:

This Phase One work should commence over the school year of 2009-2010, and ideas around long term sustainability of the project should figure into proposals. Grant applicants should be well-versed in the uses of technology for collaboration and communication and should be prepared to work closely with the Vermont Department of Education Standards and Assessments team to carry the project forward.

A. Expectations/Outcomes:

- a. Rewrite and align our current technology grade expectations to the national standards described in the ISTE NETS-S 2007.
- b. Devise a *sequential* format that represents student acquisition of skills with increasing complexity, and that is articulated with the NETS-S 2007.
- c. Develop and deliver a professional development component that can be applied in a regional format to teachers around the state. How will teachers use the work to assist in their instruction?
- d. Demonstrate that the standards are adaptable in all content areas and develop tools and resources to assist teachers in utilizing them.
- e. Provide opportunities throughout the grant period to share the process and progress of the work, either through face to face regional meetings or ongoing online forums and communications. VTcite.org could be utilized for this purpose.
- f. Develop a guideline document for classroom teachers to develop classroom based assessments of the new technology expectations.
- g. Prepare for presentations of the work that will be showcased at Vermont Fest 2009, and other relevant workshops throughout the state.

B. Collaborations: Grant reviewers will look favorably upon grants that develop collaborative relationships with other entities across Vermont's education landscape. Collaborations need not involve the sharing of funds, but simply a willingness to include other entities in developing the best models for schools.

C. Development of Tools and products: Products and tools developed by this grant work will be placed under the control of the Vermont Department of Education.

D. The grant will support the following:

- i. Mileage, lodging, travel expenses, stipends, coordinator expenses for individuals or entities involved in the work;
- ii. As 25% of the funds **MUST** be spent on professional development, the grant will support proposed professional development offerings.
- iii. Books, materials, supplies, coffee and food for meetings or activities.
- iv. A minimum of 3% of the grant funds must be devoted to evaluation of the program.

E. Grant Amount: The maximum amount of funds for which a school, district or supervisory union may apply is not to exceed \$20,000 under Phase One. These funds will be from the 2009 ARRA funding provided to Vermont. Phase Two funding will be determined based on the Phase One process and progress. (see Timeline)

F. Timeline: Phase One will commence on October 1, 2009 and end on Sept. 30, 2010. Phase Two should be addressed in spring of 2010, and funding will be available as plans are finalized for that phase. Anticipate Phase Two to be from Summer 2010, through Summer 2011. There is flexibility in the Timeline structure. Grantee should propose their best scenario for carrying out this work.

Please see the “Format and Content” section for information on how to structure the application starting on Page 5.

Application Format & Content

Total application should be **NO MORE THAN NINE (9) PAGES**, single-spaced, font sizes 10-12.

1. Abstract: Please provide a very brief paragraph abstract that describes the grant program.

2. Program Description (no more than 3 pages): Describe what entity will do to coordinate regions, develop a professional development plan, and carry through the task. **(50 Points)**

- Goals - Clear articulation of the Expectations described in this RFP.
- Scope of Work – Specific, bulleted list of the work to be performed and the products or outcomes of the project clearly articulated.
- Timeline – What will be completed, when?

3. Capacity for Success (no more than 2 pages): This particular aspect is crucial. Entities must clearly indicate how they will present to, share with, and involve other educators. Describe why this is the right kind and size of project for your entity. Include such items as: **(20 Points)**

- Who (describe roles, not individual names please) will be responsible for conducting the work;
- What structures and procedures are already in place or proposed that will support this project and/or enhance its sustainability;
- Evidence that this plan is realistic and that the grantee has the capacity to achieve the objectives;
- Evidence that all regions of the state will be served with information regarding the progress and process.

4. Evaluation (no more than 2 pages): Upon completion of the project, there will be an evaluation required for final reporting. A minimum of 3% of the grant award **must** be devoted to evaluation of the grant program. Proposals should articulate the following:

- The critical questions that will need to be addressed over time;
- What mechanisms will be in place to evaluate and adjust as the project moves forward?

5. Budget Narrative (no more than 2 pages.): You must also complete the **SEPARATE BUDGET PAGE.** The budget narrative should demonstrate a logical connection to the expectations described (above), and should be specific enough to give reviewers an idea of your priorities and focus for funding. The narrative should include: **(10 Points)**

- Justification for the major expenditures proposed, especially salaries;
- Explanation of any items on the budget sheet that might not be completely clear to a reader.

Submission Process

All proposals must include an Original plus TWO (2) copies (Faxed or e-mailed applications will NOT be accepted) with:

- Proposal Cover Page with superintendent's signature
- Abstract: A brief paragraph describing the overall grant program.
- Content of Application as noted on page 5
- Budget Page and Narrative

Application Deadline: Original plus two (2) copies of proposals must be received by the Vermont Department of Education no later than **4:00 p.m. on August 15, 2009**. Mail to:

Title II, Part D Technology Grants - c/o Peter Drescher
Vermont State Department of Education
120 State Street
Montpelier, Vermont 05620-2501

Selection Process: All proposals will be read and reviewed by an independent review panel. This panel will rate the quality of the proposal (See Scoring Guide below) and the capacity of the applicant to successfully implement what has been proposed. Proposals will be scored in each of the four areas described above.

Scoring Rubric: Enhancing Education Through Technology

Criteria	Poor	Average	Excellent
Program Description – Describe what grantee will do with the funds if received. In addition to a clear description of the activities to be undertaken, points will be assigned for: (50 Points) <ul style="list-style-type: none"> <i>Are goals around the expectations clearly articulated?</i> <i>Is there a bulleted Scope of Work that supports those goals?</i> <i>Are needs & process for identifying them clearly identified?</i> 	0 – 17	18 – 35	36 – 50
Program Description – Total Score (MAX is 50):			
Capacity for Success - Describe why this is the right kind and size of plan for your entity, and what structures are in place to support it?: (20 Points) <ul style="list-style-type: none"> <i>Have the parties responsible for conducting the work been identified?</i> <i>Are structures, resources, policies, and procedures in place or proposed?</i> <i>Has the equitable regional nature of this grant been addressed?</i> <i>Is the plan realistic? Does capacity exist to achieve objectives?</i> 	0 – 6	7 – 13	14 – 20
Capacity for Success – Total Score (MAX is 20):			
Evaluation - Describe the process you will follow to focus and possibly adjust to meet the expectations: (20 Points) <ul style="list-style-type: none"> <i>Are the primary focus areas and specific measurements identified?</i> <i>Are mechanisms in place to evaluate as the work progresses?</i> 	0 – 6	7 – 13	14 – 20
Evaluation – Total Score (MAX is 20):			
Budget Narrative and Page – The budget should demonstrate a logical connection to the areas described above, and should be specific enough to give reviewers an idea of your priorities and focus for funding. (10 Points) <ul style="list-style-type: none"> <i>Is justification for major expenditures (especially salaries) reasonable?</i> <i>Explanation of items that won't be immediately obvious to someone reading your proposal for the first time</i> 	0 – 3	4 – 7	8 – 10
Budget – Total Score (MAX is 10):			
TOTAL SCORE (MAX IS 100)	_____		

Budget Page

Grant Area

Updating Technology GE's

Budget (Describe as appropriate)	TOTAL
Professional Development (25% minimum)	
Evaluation (5%)	
Salary & Wages	
Infrastructure	
Hardware	
Software	
Travel	
Consultants & Contracts	
Teacher Stipends	
Equipment	
Website development	
Other (equipment rental, printing)	
TOTAL	

- Please use Budget Narrative page to elaborate and/or describe further

**Title II, Part D: Enhancing Education Through Technology
Competitive Grant Program – 2009-10**

PROPOSAL COVER PAGE

School District or SU			
DUNS (Data Universal Numbering System) #	Not applicable to this application		
Contact Person			
Phone			
Fax			
E-mail			
Grant Program Area	Update of Tech GE's <input type="checkbox"/>		
List all schools for which this proposal applies	<u>Schools</u> This is a statewide focus	<u>Grade Spans</u>	<u>Enrollment</u> (To be completed by VT DOE)
Total Funds Requested			
CIPA Certification	Superintendent has certified CIPA compliance (Check one or more): ___ on school technology plans ___ on last E-Rate application ___ on 2008 Consolidated E-Application		
Superintendent's Signature			
Date			

APPENDIX A

Additional Details on Eligibility for Title IID

An “eligible local partnership” is a partnership that includes at least one high-need LEA *and* at least one of the following –

- An LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.
- An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.
- A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
- A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.
- An individual with demonstrated expertise and capacity to lead the initiative and address expectations listed below.

REQUIREMENTS: For an LEA to receive funding under this program:

- All schools in the LEA *must* have a current “Educational Technology Plan” approved by the Department of Education through June 30, 2009, and be developing a new plan for the upcoming 2009-2012 plan period.
- Must participate in the annual “Technology Indicators Data Collection” conducted by the Department of Education.
- Must certify that all “high-needs” schools in the LEA meet requirements under the Children’s Internet Protection Act.

Must use a minimum of twenty-five percent (25%) of these funds for ongoing, sustained, intensive, high-quality professional development in integrating and using advanced technologies in instruction and in new learning environments to:

- a. Educate regional groups on current theories and practices in education technology.
- b. Build capacity in regions around current best practices in skill sets required of students in 21st Century schools.
- c. Lead to better awareness and practice on said methods of instruction.

*Note: This grant has inherent professional development encompassing most of the project.

Private School Participation - LEAs or partnerships must engage private school officials with whom they consult for Title I purposes during the development and implementation of competitive Title II-D programs. If this grant application is applicable to these circumstances, be prepared to supply documentation.